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## Educational News and Editorial Comment

### AMERICAN STUDENTS ABROAD

The influence of Germany in the United States for two generations before the war was due in no small measure to the fact that a great many advanced students had spent a year or more in German universities and had in many cases taken degrees in these institutions. Recognizing this fact, there has been a vigorous effort on the part of England and France since the war to make arrangements which will attract to those countries American students of the type that formerly went to Germany. Two announcements have recently come to hand indicating that France and her friends are active in this direction.

The Society for American Fellowships, 576 5th Avenue, New York City, announces twenty-five fellowships. These

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The *School Review* is published monthly from September to June by the University of Chicago. It is edited and managed by the Department of Education as one of a series of educational publications. The series, including also the *Elementary School Journal* and the *Supplementary Educational Monographs*, is under a joint editorial committee and covers the entire field of educational interests.

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fellowships will be of the value of \$1,000 a year for two years and will be open to properly qualified American citizens whether college graduates or with experience in industrial establishments in work requiring high technical skill.

The official announcement of the Society states that it has been organized by friends of French science and learning to "assist in establishing, in its proper place of eminence in the mind of the American public, the standing and repute of French scholarship."

In order to readjust the true balance, which, for various reasons has long existed in this country in favor of the German universities, it is proposed to encourage the development of a body of university scholars who by personal acquaintance with French achievements will be in a position to restore in all branches of American public opinion the just status of French science and learning and a better appreciation of the place of France in the leadership of the world. It is hoped by such means that those peoples of the world who cherish the same ideals of democracy, justice, and liberty will come to know each other better, and to co-operate more and more in the realization of their common hopes and ambitions.

A second announcement comes from the secretary of the Association of American Colleges and is as follows:

Paris cables the creation of twenty scholarships in French lycees and colleges open to American girls. The applicants should be between 18 and 20 years of age and should be young women desiring to become teachers of French in American schools. The scholarships carry stipends sufficient to pay cost of tuition, board, and room.

The Institut Catholique, of Paris, an independent Catholic university, also offers a scholarship carrying tuition, board, and room to a graduate of an American Catholic college.

These scholarships, together with others which have already been filled, represent the desire of the French government to continue the policy of educational reciprocity established by the Association of American Colleges. This Association last year placed 114 French girls and 36 invalided French

soldiers in American colleges and universities, and now announces that scholarships have already been assigned for some 90 French girls in addition for the coming year.

Correspondence concerning these scholarships should be addressed to Robert L. Kelly, Association of American Colleges, 19 South La Salle Street, Chicago, Illinois.

The inducements offered by England have been of a somewhat different type. Oxford has launched the experiment of a doctor's degree, similar to that offered in Germany, on the theory that American students were attracted by the degree. This example has been followed by the municipal universities. Furthermore, the English universities made every possible effort during the war and after the signing of the armistice to provide for American soldier students. Admission to what we should call short-time courses was freely granted, and unlimited hospitality was shown to all who accepted the opportunities offered.

In the meantime the stream of students is flowing also from Europe to America. Universities and colleges on this side of the Atlantic have during the past two years awarded a large number of scholarships to foreign students, and several agencies in this country are actively promoting the plan of cementing relations both with our allies in Europe and with the countries of South America by this means. Chief among these is the American Council on Education which grew out of the emergency council organized in 1917 and which has performed large services for higher education especially by taking charge of the British and French commissions when they visited American institutions. The Council is now perfecting its organization and is aiming to co-ordinate all of the foreign educational relations of colleges and universities in this country.

The outlook for broad interchange of educational hospitalities is very bright, and the influences which will operate back and forth are important, not only for colleges and universities,

but also for all of the international interests of the civilized world. American education was very dependent on European scholarship until a generation ago. There are still lessons of importance which a democracy can learn from a more highly selective plan of education such as that which is common to all European countries. On the other hand, there can be no shadow of a doubt that American schools and American higher institutions are models in their freedom and flexibility which the older and newer civilizations are sure to copy in many respects. That there should be a give-and-take in matters of education is as important for international union as that there should be a framework of international law and a machinery of international administration.

#### ECONOMY IN HIGHER EDUCATION

In 1913 a committee of the National Council of Education known as the Committee on Economy of Time in Education rendered an elaborate report in which it made clear the fact that American education is wasteful. It proposed a program which would bring the student into college and into the professional school at an earlier age. This committee has now asked to be discharged and in doing so offers once more a program. The report in part is as follows:

Our correspondence with colleges has revealed much frank self-criticism. They acknowledge the need to better adapt college courses to the demands of today, define aims more clearly, distinguish between essential and non-essential subjects and matter, train more thoroughly in methods of study and power of reflection, make the teaching more vital, and increase the industry of the student and his interest in his own intellectual and spiritual development. It is noteworthy that the criticisms resemble those previously printed regarding the elementary and secondary schools. It is also worthy of comment that nearly every correspondent believes college admission should be at an earlier age.

Of views lately received by your committee from faculty members of twenty-two universities, fifteen favor the following proposition, seven opposing: To merge the Senior College and the Graduate School into a General

Faculty of genuine university rank, on a level with the professional schools, to the end of increasing the intellectual power by earlier use of university methods, getting rid of the evils that have crystallized around the forms of "College" and "Graduate School," and reinterpreting the culture ideal in the light of the present. [This would result, not in abolishing the college, but in readjusting it in years by the "telescoping," which now appears feasible, between the elementary school, the high school, and the college.]

This reorganization is urged on several grounds. First, reference is made to the detailed work done in the field of elementary education by a committee of the Department of Superintendence of like name. Second, the spread of the 6-3-3 plan is hailed as a move in the general direction of economy. Third, comment is made on the new spirit which the war has brought into education. The following paragraph from the report touches on this matter:

The demand of the government on the schools in the war period cannot but affect the problem. We believe that the experience of these years and the new insights into social and political questions will influence three things—earlier opportunity to prepare for occupations and more efficient training of skilled hands to supplant the army of the idle and incompetent and unprepared, and earlier entrance to special courses in science and to professional studies in response to increasing practical demands; greater economy and efficiency in the whole field of education; a clearer conception of what is essential in culture to preserve our national ideals and to develop the sentiments which make for democracy, peace, and for the principle to be applied in industrial and international problems and in all human relations—co-operation under justice.

The discharge of this committee leaves a responsibility which ought to be taken up by some strong national organization. It is as clear to the student of higher education as the day that there is to be a sharp and vigorous movement toward more efficient and more economical professional education in this country. Colleges and high schools, especially in the older sections of the country, have been and are shockingly conservative. They waste time of students and of society in the

name of culture when in fact they are dallying with the cheapest sort of personal luxury. The epoch is at hand when economic and social forces of a world-wide range are impinging on American education. We cannot go on as if nothing had happened.

The question now is: Are there to appear leaders who will by counsel and broad discussion set our system in order, or is the disintegration of the old to be followed by miscellaneous experiments here, there, and elsewhere, resulting in a new and slowly progressing chaos? American colleges and American high schools have never organized in a national way in the interests of education. Sections have organized to perfect the means of certifying students or for the purpose of mutual protection. Who can find an organization broadminded and representative enough to work out some such program as the Committee on Economy of Time in Education leaves to the world?

#### AMERICAN EXPEDITIONARY FORCES UNIVERSITY

A series of publications issued by the American Expeditionary Forces University in France shows in a very interesting way how the opportunity was seized between the armistice and the sending home of American soldiers to impress on them some of the needs of the new world. Bulletin No. 92, for example, is on the Principles of Democratic Government; No. 18 is on Society as a University; No. 93 is on Applied Arts and Education; No. 63 is a Memorandum on Education as an Item in the League of Nations.

Especially interesting to the student of education is Superintendent Spaulding's Bulletin No. 96 entitled "Educate America." This is a plea for a longer and more uniform school year and better attendance laws throughout the United States, for complete control of private schools, and for better training of teachers. It is a plea for national, vocational, and civic

education even to the extreme of universal training of a military type of all male citizens. It is a strong plea for national support and a measure of national control of education.

The following page from the bulletin may be quoted as the culmination of Mr. Spaulding's argument:

The time has now clearly arrived when education generally should be considered and treated as of great, indeed the greatest, national concern. The crisis of the war helped to make this fact stand out in clear relief. At once it became apparent to every thinking person that the thousands of unassimilated foreign groups, millions of people, speaking scores of different languages and dialects, but understanding no word of our national tongue, were not exclusively or even chiefly, the concern of Fall River, of Newark, of Philadelphia, of Cleveland, of Chicago, of Milwaukee, of St. Paul, of Seattle, but of the nation; it became apparent that millions of native born illiterates, white and colored, were not exclusively, or even chiefly, the concern of Louisiana, of South Carolina, of Alabama, of Mississippi, of New Mexico and Arizona, but of the nation; it became apparent that the failure of local communities to provide technical training in sufficient variety and extent was a matter of national concern.

And the concern of the nation in the results of our weak and inadequate, locally independent, educational systems, was by no means confined to the effects on military efficiency; the effects on our whole national life, on our unity of purpose and effort, were cause for far graver concern.

Let us not deceive ourselves; the gravity of the situation in which we found ourselves two years ago has not passed, has not even materially changed for the better. The fact that we were able, by supreme efforts stimulated by witnessing for nearly three years the titanic struggle between the Devil and Righteousness, with the issues gradually becoming so simple and so clearly drawn that the most elementary human intelligence could hardly escape a choice, the fact that we were able at last to range ourselves on the side of Righteousness does not make of us for all time a unified people, invincible because of our common ideals and aspirations. The great task of achieving real national unity is still before us; the war's crisis disclosed how far we are from this goal, and brought home to us the supreme importance of attaining it. In going about this task, education must be our one great reliance.

National financial support in considerable measure, coupled with a certain degree of national direction and control, appears to be the only practicable method of dealing with the large educational problems that confront



our country. The necessary financial support should be given and the direction and control exercised in a way to encourage and increase the support and responsibility of states and local communities. This is entirely feasible by making the extent of national support dependent upon certain practicable degrees of state and local support and the observance of certain very general policies, fundamental to the attainment of the great objectives to be attained, and at the same time by leaving to the states and the local communities the greatest measure of freedom and initiative in devising plans of organization and methods of procedure and in adapting these to local conditions, traditions, ideals, and even prejudices.

This quotation puts the matter with such vigor that supplementary comment is hardly necessary. The point which is made ought not, however, be lost. The ends here sought cannot be attained if a federal department of education is created but is deprived of all power. If the federal treasury is to be drawn on for support, there must go with support the right to see to it that improvement is achieved by communities and states. The Towner bill now before Congress has been drawn with the aim of making it as nearly impossible as the authors can make it for the nation to force the accomplishment of the ends which Mr. Spaulding has outlined. The Towner bill is weak and will be ineffective unless it is strengthened in line with such demands as Mr. Spaulding outlines.

#### THE METRIC SYSTEM

The World Trade Club is carrying on a vigorous campaign for the adoption in this country of the metric system. The material which is being sent out by this club includes the following items:

John Hays Hammond, great mining engineer, wired World Trade Club from Washington, D. C.: "I endorse metric system as the universal standard. I am convinced from an extensive study of international commerce that the adoption of the metric system would greatly facilitate promotion of the export trade of America."

Thomas Corwin Mendenhall, of the United States Geodetic Survey, who has the added distinction of being the one to induce President Harrison to

promulgate the Board on Geographic Names, said in a presidential address before the Engineers' Societies, of meter-liter-gram: "These units are bound to come into universal use in the near future. The prodigious advantages attainable through their simplicity, economy, and uniformity assure their world-wide use."

American Institute of Electrical Engineers has voted for the adoption of meter-liter-gram for general use by a large majority.

"Not one of the accurately standardized gauges at present in use in British and American engineering workshops will need to be changed when the metric system is adopted," is the declaration made by the great inventor, Lord Kelvin.

The American National Wholesale Grocers' Association voted overwhelmingly in favor of adoption of metric units.

The American National Cannery Association urges adoption of metric units. This sentiment was passed at a convention of 5,000 delegates.

Among the many other important organizations which have been active in advocating meter-liter-gram are: Associated Steel Manufacturers of United States of America; American Association for the Advancement of Science; American Drug Manufacturers' Association; American Institute of Chemical Engineers; American Pharmaceutical Association; American Institute of Makers of Explosives; National American Association of Retail Druggists; National American Association of Wholesale Druggists; National American Scale Men's Association.

#### ART EDUCATION

The teachers of art have become more than usually aggressive in the advocacy of their specialty in the last months. They point out that what is needed to make American wares salable in the world market is better taste on the part of American designers and better taste on the part of the American public. They have recently induced the Department of the Interior to publish a series of charts which set forth the importance of industrial art.<sup>1</sup>

Two extracts from the pamphlet containing these charts are as follows:

The most successful industrial art schools in the world were established to meet situations similar to those of the United States today. Foreign

<sup>1</sup> H. M. KURTZWORTH, *Industrial Art a National Asset*. Industrial Education Circular No. 3, May, 1919. Bureau of Education. Pp. 31.

industrial art schools are almost without exception subsidized by the state. Foremost among all schools of industrial art stand the schools of arts and crafts of Great Britain, which are the outgrowth of the fact that the Parliament had taken steps in 1835 to appoint committees and provide funds for the establishment of the school of industrial arts at South Kensington, which was opened in 1837 to counteract the growing menace of German skill in design.

In 1851 the school was much criticized at the London Exposition because Great Britain was still outranked in quality of design by all great nations except the United States. Germany still outranked England in fine manufactured products. The school continued, however, and at the Paris Exposition of 1867 England was among the foremost producers of the finest goods. The expansion of her art schools under the London County Council has continued to increase this advantage. In 1918 the United States is still near the bottom of the list in industrial art schools, as well as in merit of products.

The business men of England, and of Boston, Philadelphia, Providence, Chicago, and Grand Rapids were the first to urge the need and take steps toward establishing their industries on a more permanent and competitive basis through the training such schools could give.

The prosperity of the Nation, the city, and village as well as of the individual, depends upon the "turn over" of their products as sold in the stores not only of our own country but in those of the entire world.

Next to competition upon the ground of price, which is the chief factor in the sale of goods, without other merit, the competition for goods made attractive through superior design and durability shows the wisdom and need for our cities to take definite steps toward the establishment of industrial art schools.

These schools will in time increase the quantity and value of the manufactures of their cities and of the Nation—

1. By training the designers, workmen, and salesmen to sell superior products in the thousands of stores of their class.
2. By training the buyers and users to discriminate between the ugly and the bizarre and to be able to choose and demand goods of merit.

The public is persuaded of the truth of such statements. Does this tend to bring cordial support to the art courses offered in high schools and grades? Does the work in color and drawing which our schools give cultivate taste in common things? Do art teachers know what they are about? Do they make

clear statements in faculty meetings? Do they have tests which show how far their pupils have progressed?

In the main, art as taught in American schools is blind and formal. There is appearing in the *Elementary School Journal* a study on art results which justifies the sharpest criticism of most art courses. While the teachers of art are campaigning for greater interest in industrial art is it not legitimate that students of education in general ask them to study their own work and reorganize it along definite lines?